

14.123 ORIGINAL TEACHING SUBJECT AREA
ENDORSEMENT: PROFESSIONAL
EDUCATION CORE
GRADE LEVEL: K-6 or 7-12

DATE OF PROGRAM:

NOTE: THESE PAGES ARE NOT TO BE SUBMITTED WITH THE CURRICULUM EXHIBIT FOR THE PROFESSIONAL EDUCATION CORE. RATHER, SUBMIT ONLY THE PAGES THAT INCLUDE THE INSTITUTION'S REQUIREMENTS IMMEDIATELY FOLLOWING THIS CITATION OF STATE REQUIREMENTS.

STATE REQUIREMENTS:

14.143(1) Baccalaureate degree from a regionally accredited institution

14.143(2) Completion of an approved human relations component.

14.143(3) Completion of the exceptional learner program, which must include preparation that contributes to the education of the handicapped and the gifted and talented.

14.143(4) Professional education core. Completed coursework or evidence of competency in:

- a. Student learning. The practitioner understands how students learn and develop, and provides learning opportunities that support intellectual, career, social and personal development.
- b. Diverse learners. The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.
- c. Instructional planning. The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
- d. Instructional strategies. The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- e. Learning environment/classroom management. The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- f. Communication. The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.
- g. Assessment. The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.
- h. Foundations, reflection and professional development. The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally.
- i. Collaboration, ethics and relationships. The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.
- j. Computer technology related to instruction.
- k. Completion of prestudent teaching field-based experiences.
- l. Methods of teaching with an emphasis on the subject and grade level endorsement desired.
- m. Student teaching in the subject area and grade level endorsement desired.

14.143(5) Content/subject matter specialization. The practitioner understands the central concepts, tools of inquiry, and structure of the discipline(s) the practitioner teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

This is evidenced by completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorse

**14.123 ORIGINAL TEACHING SUBJECT AREA
ENDORSEMENT
GRADE LEVEL: K-6 or 7-12**

DATE OF PROGRAM:

(1) Baccalaureate degree from a regionally accredited institution

STATE REQUIREMENTS	INSTITUTIONAL REQUIREMENTS: Course(s) for Demonstrating Competencies
(2) Human relations component	
(3) Exceptional learner program	
(4) Professional Core	
a. Student learning	
b. Diverse learners	
c. Instructional planning	
d. Instructional strategies	
e. Learning environment/ classroom management	
f. Communication	
g. Assessment	
h. Foundations, reflection and professional development	
i. Collaboration, ethics and relationships	
j. Computer technology related to instruction	
k. Prestudent teaching field-based experiences	
l. Methods of teaching with an emphasis on the subject area and grade level endorsement desired	
m. Student teaching in the subject area and grade level endorsement desired	
(5) Reading in content areas (secondary only)	
(5) Methods of teaching reading including reading recovery (elementary only)	

(6) Content/subject matter specialization. See exhibit sheets for institutional requirements for individual endorsements.

ENDORSEMENT NO. 14.140(1):Athletic Coach
GRADE LEVEL: 7-12

DATE OF PROGRAM:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
One semester hour in Structure and Function of the Human Body		
One semester hour in Human Growth and Development of Children and Youth		
One semester hour in Theory of Coaching interscholastic athletics		
Two semester hours in Athletic Conditioning, Care and Prevention of Injuries and First Aid		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.140(2):Teacher—
Elementary Classroom
GRADE LEVEL: K-6

DATE OF PROGRAM:

Professional Education Core:
 Requirements unique to this endorsement:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Student Teaching in Elementary Classroom		

Content:

Completion of a thirty semester hour teaching major which must minimally include

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Child Growth and Development		
Methods and Materials of Teaching in each of the following:		
Elementary Language Arts		
Elementary Reading		
Elementary Curriculum		
Elementary Mathematics		
Elementary Science		
Children's Literature		
Elementary Social Studies		
Methods and Materials in Teaching two of the following areas:		
Elementary Health		
Elementary Phys. Ed.		
Elementary Art		
Elementary Music		
Prestudent teaching field experience in at least two different grades		
Other		
TOTAL Credit Hours		

B. Field specialization in a single discipline or formal interdisciplinary program of at least 12 semester hours. List specializations available:

**ENDORSEMENT NO. 14.140(3): Teacher--
PreKindergarten-Kindergarten Classroom
GRADE LEVEL: PK-K**

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Student Teaching in PreKindergarten Classroom	
Student Teaching in Kindergarten Classroom	

Content:

Completion of a thirty semester hour teaching major which must minimally include

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Human Growth and Development: Infancy and Early Childhood		
Curriculum Development and Methodology for Young Children		
Child, Family, School, Community Relationships (community agencies)		
Guidance of Young Children 3-6 years of age		
Organization of Prekindergarten-Kindergarten Programs		
Child and Family Nutrition		
Language Development and Learning		
Kindergarten: Programs and Curriculum Development		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.140(4): ESL
GRADE LEVEL: K-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Student Teaching in ESL	

Content:

Completion of 18 semester hours of coursework in English as a second language to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Knowledge of Pedagogy: Methods & Curriculum— <ul style="list-style-type: none"> • Literacy in native and second language • Methods for subject matter content • Adaptation and modification of curriculum • Assessment to include language proficiency and academic content 		
Knowledge of Linguistics: <u>Linguistics to include psycholinguistics/ sociolinguistics</u> <u>Language acquisition/ proficiency—</u> <ul style="list-style-type: none"> • <u>Knowledge of first and second language acquisition</u> • Knowledge of first and second language proficiency Language to include structure/ grammar of English		
Knowledge of Cultural and Linguistic Diversity: History Theory, models, research Policy, legislation Current issues with transient populations		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.140(5):**Elementary Counselor****GRADE LEVEL: K-6****DATE OF PROGRAM:**

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STATE REQUIREMENTS

- (A) Master's degree from an accredited institution of higher education.
- (B) Completion of an approved human relations component.
- (C) Completion of an approved exceptional learner component.
- (D) Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:
 - (1) Nature and needs of individuals at all developmental levels.
 - 1. Develop strategies for facilitating development through the transition of childhood to adolescence and adolescence to young adult.
 - 2. Apply knowledge of learning and personality development to assist students in developing their full potential.
 - (2) Social and cultural foundations.
 - 1. Demonstrate awareness and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
 - 2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.
 - 3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.
 - (3) Foster relationships.
 - 1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
 - 2. Communicate effectively with parents, colleagues, students and administrators.
 - 3. Counsel students in the areas of personal, social, academic, and career development.
 - 4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede their educational progress.
 - 5. Implement developmentally appropriate counseling interventions with children and adolescents.
 - 6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution, or both.
 - 7. Refer students for specialized help when appropriate.
 - 8. Value the well-being of the students as paramount in the counseling relationship
 - (4) Group work.
 - 1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
 - 2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.

- (5) Career development, education, and postsecondary planning.
 - 1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
 - 2. Apply knowledge of career assessment and career choice programs.
 - 3. Implement occupational and educational placement, follow-up and evaluation.
 - 4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.
- (6) Assessment and evaluation.
 - 1. Demonstrate individual and group approaches to assessment and evaluation.
 - 2. Demonstrate an understanding of the proper administration and uses of standardized tests.
 - 3. Apply knowledge of test administration, scoring, and measurement concerns.
 - 4. Apply evaluation procedures for monitoring student achievement.
 - 5. Apply assessment information in program design and program modifications to address students' needs.
 - 6. Apply knowledge of legal and ethical issues related to assessment and student records.
- (7) Professional orientation functioning.
 - 1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
 - 2. Maintain a high level of professional knowledge and skills.
 - 3. Apply knowledge of professional and ethical standards to the practice of school counseling.
 - 4. Articulate the counselor role to school personnel, parents, community, and students.
- (8) School counseling skills.
 - 1. Design, implement, and evaluate a comprehensive, developmental, school guidance program.
 - 2. Implement and evaluate specific strategies designed to meet program goals and objectives.
 - 3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
 - 4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
 - 5. Provide assistance to parents and families in order to provide an informed and supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
 - 6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
 - 7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
 - 8. Assist in the process of identifying and addressing the needs of the exceptional student.
 - 9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
 - 10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
 - 11. Promote use of counseling and guidance activities and programs involving the total school community to enhance a positive school climate.

(9) Classroom management.

1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.
2. Consult with teachers and parents relative to effective classroom management and behavior management strategies.

(10) Curriculum.

1. Write classroom lessons including objectives, learning activities, and discussion questions.
2. Utilize various methods of evaluating what students have learned in classroom lessons.
3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, ability to engage students in the learning process, and employing age-appropriate classroom management strategies.
4. Design a classroom unit of developmentally appropriate learning experiences.
5. Demonstrate knowledge in how to write standards and benchmarks for curriculum.

(11) Learning theory.

1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision making opportunities.
3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum: The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

ENDORSEMENT NO. 14.140(5):**Elementary Counselor****GRADE LEVEL: K-6****DATE OF PROGRAM:****Institution's Requirements for Elementary Counselor Endorsement:**

- (1) Master's degree from an accredited institution of higher education.
- (2) Completion of an approved human relations component.
Course(s):
- (3) Completion of an approved exceptional learner component.
Course(s):
- (4) Content. Completion of a sequence of courses and experiences where candidates demonstrate mastery of the competencies listed above in 282--14.140(5):

Content Categories	Course(s) for Demonstrating Competencies
(1) Nature and needs of individuals at all developmental levels.	(1)
(2) Social and cultural foundations.	(2)
(3) Foster relationships.	(3)
(4) Group work.	(4)
(5) Career development, education, and postsecondary planning.	(5)
(6) Assessment and evaluation.	(6)
(7) Professional orientation functioning.	(7)
(8) School counseling skills.	(8)
(9) Classroom management.	(9)
(10) Curriculum.	(10)
(11) Learning theory.	(11)
(12) Teaching and counseling practicum (500 hours minimum): Elementary: Middle school students:	(12)

ENDORSEMENT NO. 14.140(6):**DATE OF PROGRAM:****Secondary Counselor****GRADE LEVEL: 7-12**

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STATE REQUIREMENTS:

- (A) Master's degree from an accredited institution of higher education.
- (B) Completion of an approved human relations component.
- (C) Completion of an approved exceptional learner component.
- (D) Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:
 - (1) Nature and needs of individuals at all developmental levels.
 - 1. Develop strategies for facilitating development through the transition of childhood to adolescence and adolescence to young adult.
 - 2. Apply knowledge of learning and personality development to assist students in developing their full potential.
 - (2) Social and cultural foundations.
 - 1. Demonstrate awareness and sensitivity to the unique social, cultural, and economic circumstances of students and their racial, ethnic, gender, age, physical, and learning differences.
 - 2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.
 - 3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.
 - (3) Foster relationships.
 - 1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
 - 2. Communicate effectively with parents, colleagues, students and administrators.
 - 3. Counsel students in the areas of personal, social, academic, and career development.
 - 4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede their educational progress.
 - 5. Implement developmentally appropriate counseling interventions with children and adolescents.
 - 6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.
 - 7. Refer students for specialized help when appropriate.
 - 8. Value the well-being of the students as paramount in the counseling relationship.
 - (4) Group work.
 - 1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
 - 2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.

- (5) Career development, education, and postsecondary planning.
 - 1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
 - 2. Apply knowledge of career assessment and career choice programs.
 - 3. Implement occupational and educational placement, follow-up and evaluation.
 - 4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.
- (6) Assessment and evaluation.
 - 1. Demonstrate individual and group approaches to assessment and evaluation.
 - 2. Demonstrate an understanding of the proper administration and uses of standardized tests.
 - 3. Apply knowledge of test administration, scoring, and measurement concerns.
 - 4. Apply evaluation procedures for monitoring student achievement.
 - 5. Apply assessment information in program design and program modifications to address students' needs.
 - 6. Apply knowledge of legal and ethical issues related to assessment and student records.
- (7) Professional orientation functioning.
 - 1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
 - 2. Maintain a high level of professional knowledge and skills.
 - 3. Apply knowledge of professional and ethical standards to the practice of school counseling.
 - 4. Articulate the counselor role to school personnel, parents, community, and students.
- (8) School counseling skills.
 - 1. Design, implement, and evaluate a comprehensive, developmental, school guidance program.
 - 2. Implement and evaluate specific strategies designed to meet program goals and objectives.
 - 3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
 - 4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
 - 5. Provide assistance to parents and families in order to provide an informed and supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
 - 6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
 - 7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
 - 8. Assist in the process of identifying and addressing the needs of the exceptional student.
 - 9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
 - 10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
 - 11. Promote use of counseling and guidance activities and programs involving the total school community to enhance a positive school climate.

(9) Classroom management.

1. Apply effective classroom management strategies as demonstrated in classroom guidance and large group guidance lessons.
2. Consult with teachers and parents relative to effective classroom management and behavior management strategies.

(10) Curriculum.

1. Write classroom lessons including objectives, learning activities, and discussion questions.
2. Utilize various methods of evaluating what students have learned in classroom lessons.
3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, ability to engage students in the learning process, and employing age-appropriate classroom management strategies.
4. Design a classroom unit of developmentally appropriate learning experiences.
5. Demonstrate knowledge in how to write standards and benchmarks for curriculum.

(11) Learning theory.

1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision making opportunities.
3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum: The school counselor demonstrates competency in conducting classroom sessions with middle, and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform including, but not limited to, individual counseling, group work, developmental classroom guidance and consultation.

ENDORSEMENT NO. 14.140(6):**DATE OF PROGRAM:****Secondary Counselor****GRADE LEVEL: 7-12****Institution's Requirements for Secondary Counselor Endorsement:**

- (1) Master's degree from an accredited institution of higher education.
- (2) Completion of an approved human relations component.
Course(s):
- (3) Completion of an approved exceptional learner component.
Course(s):
- (4) Content. Completion of a sequence of courses and experiences where candidates demonstrate mastery of the competencies listed above in 282--14.140(6):

Content Categories	Course(s) for Demonstrating Competencies
(1) Nature and needs of individuals at all developmental levels.	(1)
(2) Social and cultural foundations.	(2)
(3) Foster relationships.	(3)
(4) Group work.	(4)
(5) Career development, education, and postsecondary planning.	(5)
(6) Assessment and evaluation.	(6)
(7) Professional orientation functioning.	(7)
(8) School counseling skills.	(8)
(9) Classroom management.	(9)
(10) Curriculum.	(10)
(11) Learning theory.	(11)
(12) Teaching and counseling practicum (500 hours minimum): Middle school students: Secondary school students:	(12)

**ENDORSEMENT NO. 14.140(7):Reading
Specialist
GRADE LEVEL: K-12**

DATE OF PROGRAM:

****Also Requires:**

1. Master's degree
2. Educational license and a teaching endorsement
3. At least one year of experience which included the teaching of reading as a significant part of the responsibility.

Content:

Sequence must include at least 27 hours.

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Educational Psychology/Human Growth and Development		
Educational Measurement and Evaluation		
Foundations of Reading		
Diagnosis of Reading Problems		
Remedial Reading		
Psychology of Reading		
Language Learning and Reading Disabilities		
Practicum in Reading		
Administration and Supervision of Reading Programs at the Elementary and Secondary Levels		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.140(8):Elementary
School Media Specialist
GRADE LEVEL: K-6

DATE OF PROGRAM:

Content:

Completion of a thirty semester hour teaching major which must minimally include 24 hours in school media coursework to include:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Knowledge of materials and literature in all formats for elementary children		
Selection, utilization and evaluation of library media materials and equipment		
Design and production of instructional materials		
Acquisition, cataloging and classification of materials and organization of equipment		
Information retrieval, reference services and networking		
Planning, evaluation and administration of media programs		
Practicum in an elementary school media center		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.140(9):Secondary
School Media Specialist
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Content:

Completion of a thirty semester hour teaching major which must minimally include 24 semester hours in school media coursework to include:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Knowledge of materials and literature in all formats for adolescents		
Selection, utilization and evaluation of library media materials and equipment		
Design and production of instructional materials		
Acquisition, cataloging and classification of materials and organization of equipment		
Information retrieval, reference services and networking		
Planning, evaluation and administration of media programs		
Practicum in an elementary school media center		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.140(10): School Media
Specialist
GRADE LEVEL: K-12**

DATE OF PROGRAM:

Also requires:

1. Master's degree
2. Provisional license (or eligible for provisional license)

Content:

At least 30 semester hours in school media coursework to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Planning, evaluation and administration of media programs		
Curriculum development and teaching and learning strategies		
Instructional development and communication theory		
Selection, evaluation and utilization of library media materials and equipment		
Acquisition, cataloging and classification of materials and organization of equipment		
Design and production of instructional materials		
Methods for instruction and integration of media skills into the school curriculum		
Information retrieval, reference services and networking		
Knowledge of materials and literature in all formats for elementary children and adolescents		
Reading, listening and viewing guidance		
Utilization and application of computer technology		
Practicum at both the elementary and secondary levels		
Research in media and information science		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.140(11): School Nurse
GRADE LEVEL: K-12

DATE OF PROGRAM:

Must also hold license as a registered nurse issued by the Board of Nursing.

Content:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Organization and administration of school nurse services including the appraisal of the health needs of children and youth		
School/community relationships and resources/coordination of school and community resources to serve the health needs of children and youth		
Knowledge and understanding of the health needs of exceptional children		
Health Education		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.140(12):Elementary**DATE OF PROGRAM:****Teacher****GRADE LEVEL: PK-3****Professional Education Core:**

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Student Teaching with one age level before kindergarten	
Student Teaching with one age level from kindergarten through grade 3	

Content:

Completion of a thirty semester hour teaching major which must minimally include

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Child Growth and Development ... for infants and toddlers, preprimary, and primary school children		
Historical, Philosophical, and Social Foundations of Early Childhood Education		
Developmentally appropriate curriculum with emphasis on integrated multicultural and nonsexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher thinking skills, and developmentally appropriate methodology		
Characteristics of play and creativity and their contribution to development and learning		
Classroom organization and individual interactions to create positive learning environments based on child development theory emphasizing guidance techniques		
Observation and application of developmentally appropriate assessments for infants through primary school children recognizing, referring, and making		

adaptations for children who are at risk or who have exceptional education needs and talents		
Home/school/community relationships & interactions designed to promote and support parent, family and community involvement, and interagency collaboration		
Family systems, cultural diversity and factors which place families at risk		
Child and family health and nutrition		
Advocacy, legislation, and public policy as they affect children & families		
Administration of child care programs to include staff and program development and supervision and evaluation of support staff		
Pre-student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.140(13):Talented and
Gifted Teacher Coordinator
GRADE LEVEL: PK-12**

DATE OF PROGRAM:

Content:

Completion of 12 graduate hours of coursework in the area of gifted and talented to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Psychology of the gifted		
Programming for the gifted		
Administration and supervision of gifted programs		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.140(14):American Sign
Language Endorsement
GRADE LEVEL: K-12**

DATE OF PROGRAM:

Other requirement:

Hold or be eligible for one other teaching endorsement listed in rule 14.18(272).

Content:

Completion of 18 semester hours of coursework in American Sign Language to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Second language acquisition		
Sociology of the deaf community		
Linguistic structure of American Sign Language		
Language teaching methodology specific to American Sign Language		
Teaching the culture of deaf people		
Assessment of students in an American Sign Language Program		
Other. Be the holder of or eligible for one other teaching endorsement		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.140(15):Middle School**DATE OF PROGRAM:****Endorsement****GRADE LEVEL: 5-8****Other requirements:**

Hold a currently valid Iowa teachers' license with either the general elementary endorsement or one of the subject matter secondary level endorsements set out in subrules 14.18(1) or 16.1(1) to 16.1(5)/

Content:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
3 semester hours of coursework in the growth and development of the middle school age child, specifically addressing the emotional, physical and mental characteristics and needs of middle school age children		
3 semester hours of coursework in middle school design, instruction and curriculum including, but not limited to, instruction in interdisciplinary teaming, pedagogy, and methods		
6 semester hours of coursework in the social studies to include coursework in all of the following: <ol style="list-style-type: none"> 1. American history 2. World history 3. Geography 	<ol style="list-style-type: none"> 1. 2. 3. 	
6 semester hours in mathematics to include coursework in algebra		
6 semester hours in science to include life science and physical science		
6 semester hours in language arts to include coursework in all of the following: <ol style="list-style-type: none"> 1. Grammar 2. Composition 3. Speech 	<ol style="list-style-type: none"> 1. 2. 3. 	
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.140(16): Teacher-
Prekindergarten-Grade 3 including Special
Education**

DATE OF PROGRAM:

GRADE LEVEL: Birth-Grade 3

Content:

Completion of a thirty semester hour teaching major which must minimally include

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles
(1) Child growth and development. 1. Understand the nature of child growth and development for infants and toddlers (birth through age 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, aesthetics, and adaptive behavior.	(1) 1.
2. Understand individual differences in development and learning including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities.	2.
3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influences development and learning.	3.
(2) Developmentally appropriate learning environment and curriculum implementation. 1. Establish learning environments with social support, from the teacher and from other students, for all children to meet their optimal potential, with a climate characterized by mutual respect, encouraging and valuing the efforts of all regardless of proficiency.	(2) 1.
2. Appropriately use informal and formal assessment to monitor development of children and to plan and evaluate curriculum and teaching practices to meet individual needs of children and families.	2.

<p>3. Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families and community.</p>	<p>3.</p>
<p>4. Use both child-initiated and teacher-directed instructional methods, including strategies such as small and large group projects, unstructured and structured play, systematic instruction, group discussion and cooperative decision making.</p>	<p>4.</p>
<p>5. Develop and implement integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children:</p> <ul style="list-style-type: none"> • Develop and implement integrated learning experiences that facilitate cognition, communication, social and physical development of infants and toddlers within the context of parent-child and caregiver-child relationships. • Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic and artistic development, physical development and well-being, cognitive development, and emotional and social development. • Develop and implement learning experiences for infants, toddlers, preprimary, and primary children with a focus on language, mathematics, science, social studies, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology. 	<p>5.</p>

<ul style="list-style-type: none"> Develop adaptations and accommodations for infants, toddlers, preprimary, and primary aged children to meet their individual needs. 	
6. Adapt materials, equipment, the environment, programs and use of human resources to meet social, cognitive, physical motor, communication, and medical needs of children and diverse learning needs.	6.
(3) Health, safety and nutrition. A. Design and implement physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning.	(3) 1.
B. Promote nutritional practices that support cognitive, social, cultural and physical development of young children.	2.
C. Implement appropriate appraisal and management of health concerns of young children including procedures for children with special health care needs.	3.
D. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures.	4.
E. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.	5.
(4) Family and community collaboration. 1. Apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities.	(4) 1.
2. Assist families in identifying resources, priorities, and concerns in relation to the child's development.	2.
3. Link families, based on identified needs, priorities and concerns, with a	3.

variety of resources.	
4. Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.	4.
5. Participate as an effective member of a team with other professionals and families to develop and implement learning plans and environments for young children.	5.
(5) Professionalism. 1. Understand legislation and public policy that affect all young children, with and without disabilities, and their families.	(5) 1.
2. Understand legal aspects, historical, philosophical, and social foundations of early childhood education and special education.	2.
3. Understand principles of administration, organization and operation of programs for children aged birth to 8 and their families, including staff and program development, supervision and evaluation of staff, and continuing improvement of programs and services.	3.
4. Identify current trends and issues of the profession to inform and improve practices and advocate for quality programs for young children and their families.	4.
5. Adhere to professional and ethical codes.	5.
6. Engage in reflective inquiry and demonstration of professional self-knowledge.	6.

<p>(6) Prestudent teaching field experiences. Complete 100 clock hours of prestudent teaching field experience with three age levels in infant and toddler, preprimary and primary programs and in different settings, such as rural and urban, encompassing differing socio-economic status, ability levels, cultural and linguistic diversity and program types and sponsorship.</p>	(6)
<p>(7) Student teaching. Complete a supervised student teaching experience of at least 12 weeks total in at least two different settings in two of three age levels: infant and toddler, preprimary, primary and with children with and without disabilities.</p>	(7)

ENDORSEMENT NO. 14.141(1):Agriculture
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Agriculture	
Student Teaching in Agriculture	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in agriculture to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Agronomy		
Animal Science		
Agricultural Mechanics		
Agricultural Economics		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(2): Art
GRADE LEVEL: K-6 or 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Art	
Student Teaching in Art	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of a twenty-four semester hours in art to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Art History		
Studio Art		
Two Dimensional Art		
Three Dimensional Art		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(3):Business-
General
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Business	
Student Teaching in Business	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of a twenty-four semester hours in Business to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
6 semester hours in Accounting		
6 semester hours in Business Law		
Computer Applications		
Consumer Studies		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(4):Business-Office
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Business	
Student Teaching in Business	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of a twenty-four semester hours in Business-Office to include to following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Typewriting		
Computer Applications or Word Processing		
Office Management		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(5):Business –
Marketing/Management
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:
 Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Business	
Student Teaching in Business	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of a twenty-four semester hours in Business-Marketing/Management to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Marketing (6 hours)		
Management (6 hours)		
Economics (6 hours)		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(6):Driver and
Safety Education
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Content:

Completion of fifteen semester hours in Driver and Safety Education to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Accident Prevention		
Vehicle Safety		
Behind the Wheel Driving		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(7)a:**DATE OF PROGRAM:****English/Language Arts****GRADE LEVEL: K-6****Professional Education Core:**

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in K-6 English/Language Arts	
Student Teaching in K-6 English/Language Arts	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in English and Language Arts to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Oral Communication		
Written Communication		
Language Development		
Reading		
Children's Literature		
Creative Drama or Oral Interpretation of Literature		
American Literature		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(7)b:**DATE OF PROGRAM:****English/Language Arts****GRADE LEVEL: 7-12****Professional Education Core:**

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in 7-12 English/Language Arts	
Student Teaching in 7-12 English/Language Arts	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in English/Language Arts to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Oral Communication		
Written Communication		
Language Development		
Reading		
American Literature		
English Literature		
Adolescent Literature		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(8):Foreign**DATE OF PROGRAM:****Language****LANGUAGE:****GRADE LEVEL: K-6 and 7-12****Professional Education Core:**

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Foreign Language	
Student Teaching in Foreign Language	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Foreign Language to include the following:

STATE REQUIREMENTS Content Categories 24 Semester Hours in French, German, Spanish,...	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(9):Health
GRADE LEVEL: K-6 and 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Health	
Student Teaching in Health	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of a twenty-four semester hours in Health to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Public or Community Health		
Consumer Health		
Substance Abuse		
Family Life Education		
Mental/Emotional Health		
Human Nutrition		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(10): Home
Economics-General
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Home Economics-General	
Student Teaching in Home Economics-General	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Home Economics-General to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Family Life Development		
Clothing and Textiles		
Housing		
Foods and Nutrition		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(11):Industrial
Technology
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Professional Core	Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Industrial Technology	
Student Teaching in Industrial Technology	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of a twenty-four semester hours in to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Manufacturing		
Construction		
Energy and Power		
Graphic Communications		
Transportation		
*Include at least 6 hours in 3 different areas		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(12):Journalism
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Journalism	
Student Teaching in Journalism	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of fifteen semester hours in Journalism to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Writing		
Editing		
Production		
Visual Communications		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(13)a: Mathematics
GRADE LEVEL: K-6

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Elementary Mathematics	
Elementary Student Teaching	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Mathematics to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Algebra		
Geometry		
Number Theory		
Measurement		
Computer Programming		
Probability and Statistics		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(13)b: Mathematics
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Mathematics	
Student Teaching in Mathematics	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Mathematics to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Algebra		
Geometry		
Calculus		
Computer Programming		
Probability and Statistics		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(14)a: Music
GRADE LEVEL: K-6

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Elementary Music	
Student Teaching in Music	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Music to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Music Theory (At least 2 courses)		
Music History		
Applied Music		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(14)b: Music
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Music	
Student Teaching in 7-12 Music	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Music to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Music Theory (At least 2 courses)		
Music History (At least 2 courses)		
Applied Music		
Conducting		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(15)a: Physical
Education
GRADE LEVEL: K-6**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in K-6 Physical Education	
Student Teaching in K-6 Physical Education	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Physical Education to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Human Anatomy		
Human Physiology		
Movement Education		
Adaptive Physical Education		
Physical Education in the Elementary School		
Human Growth and Development of Children related to Physical Education		
First Aid and Emergency Care		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(15)b: Physical
Education
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in 7-12 Physical Education	
Student Teaching in 7-12 Physical Education	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Physical Education to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Human Anatomy		
Kinesiology		
Human Physiology		
Human Growth and Development related to Maturation and Motor Learning		
Adaptive Physical Education		
Curriculum and Administration of Physical Education		
Assessment Processes in Physical Education		
First Aid and Emergency Care		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(16)a: Reading
GRADE LEVEL: K-6

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in K-6 Reading	
Student Teaching	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty semester hours in Reading to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Foundations in Methods and Materials for Teaching Reading in the Elementary Classroom		
Corrective Reading		
Remedial Reading		
Supervised Tutoring Experience		
*At least 8 hours of coursework from the following: Oral and Written Communication Language Development Children's Literature Tests and Measurements		
Other		
TOTAL Credit Hours		

**Must include at least 12 semester hours specifically in reading by course title

ENDORSEMENT NO. 14.141(16)b: Reading
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in 7-12 Reading (see below)	
Student Teaching	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty semester hours in Reading to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Foundations in Methods and Materials for Teaching Reading in the Secondary Classroom		
Corrective Reading		
Reading in Content Areas		
Supervised Tutoring Experience		
*At least 8 hours of coursework from the following: Oral and Written Communication Structure of Language Adolescent Literature Tests and Measurements		
Other		
TOTAL Credit Hours		

**Must include at least 12 semester hours specifically in reading by course title

ENDORSEMENT NO. 14.141(17)a: Science
GRADE LEVEL: K-6

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Elementary Science	
Student Teaching	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Science to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
12 hours in Physical Science		
6 hours in Biology		
6 hours in Earth/Space Sciences		
(1) Competencies.		
Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.		
Understand the fundamental facts and concepts in major science disciplines.		
Be able to make conceptual connections within and across science disciplines as well as to mathematics, technology, and other school subjects.		
Be able to use scientific understanding when dealing with personal and societal issues.		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(17)b: Biological
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Science	
Student Teaching in Biology	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Biological Science or
- C. Thirty semester hours in the broad area of Science to include fifteen semester hours in Biology.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 Semester Hours in Biology	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Science to include 15 semester hours in Biology	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(17)c: Chemistry
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Science	
Student Teaching in Chemistry	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Chemistry or
- C. Thirty semester hours in the broad area of Science to include fifteen semester hours in Chemistry.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in Chemistry	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Science to include 15 semester hours in Chemistry	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(17)d: Earth Science
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Science	
Student Teaching in Earth Science	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Earth Science or
- C. Thirty semester hours in the broad area of Science to include fifteen semester hours in Earth Science.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in Earth Science	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Science to include 15 semester hours in Earth Science	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(17)e: General
Science
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Science	
Student Teaching in General Science	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Science to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Biological Science		
Chemistry		
Physics		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(17)f: Physical
Science
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Science	
Student Teaching in Physical Science	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Physical Science to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Physics		
Chemistry		
Earth/Space Sciences		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(17)g: Physics
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Science	
Student Teaching in Physics	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Physics or
- C. Thirty semester hours in the broad area of Science to include fifteen semester hours in Physics.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in Physics	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Science to include 15 semester hours in Physics	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(17)h: All Science I
GRADE LEVEL: 5-8

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Science	
Student Teaching in 5-8 Science	

NOTE: Holder of this endorsement must also hold the middle school endorsement listed under 14.140(15).

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Science to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
6 hours in Physical Science		
6 hours in Biology		
6 hours in Chemistry		
6 hours in Earth/Space Sciences		
Other		
(1) Competencies.		
Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.		
Understand the fundamental facts and concepts in major science disciplines.		
Be able to make conceptual connections within and across science disciplines as well as to mathematics, technology, and other school subjects.		
Be able to use scientific understanding when dealing with personal and societal issues.		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(17)i: All Science II
GRADE LEVEL: 9-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Science	
Student Teaching in 9-12 Science	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of one of the following endorsement areas listed under 14.141(17): Biological 7-12 or Chemistry 7-12 or Earth Science 7-12 or Physics 7-12
- C. Completion of at least 12 hours in each of the other three endorsement areas:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
12 hours in Biology		
12 hours in Chemistry		
12 hours in Earth Sciences		
12 hours in Physics		
(1) Competencies.		
Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.		
Understand the fundamental facts and concepts in major science disciplines.		
Be able to make conceptual connections within and across science disciplines as well as to mathematics, technology, and other school subjects.		
Be able to use scientific understanding when dealing with personal and societal issues.		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(18)a:
Social Sciences—American Government
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

(Add additional requirements from the core that are met in courses taken within the content area rather than a generic education course.)

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Science	
Student Teaching in American Government	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in American Government **or**
- C. Thirty semester hours in the broad area of Social Sciences to include fifteen semester hours in American Government.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in American Government	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of social sciences to include 15 semester hours in American Government	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(18)b:
Social Sciences—American History
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

(Add additional requirements from the core that are met in courses taken within the content area rather than a generic education course.)

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Science	
Student Teaching in American History	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in American History **or**
- C. Thirty semester hours in the broad area of Social Sciences to include fifteen semester hours in American History.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in American History	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Social Sciences to include 15 semester hours in American History	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(18)c: Social
Sciences-Anthropology
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

(Add additional requirements from the core that are met in courses taken within the content area rather than a generic education course.)

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Science	
Student Teaching in Anthropology	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Anthropology **or**
- C. Thirty semester hours in the broad area of social sciences to include fifteen semester hours in Anthropology.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in Anthropology	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Social Sciences to include 15 semester hours in Anthropology	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(18)d: Social
Sciences-Economics
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

(Add additional requirements from the core that are met in courses taken within the content area rather than a generic education course.)

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Science	
Student Teaching in Economics	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Economics **or**
- C. Thirty semester hours in the broad area of Social Sciences to include fifteen semester hours in Economics.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in Economics	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Social Sciences to include 15 semester hours in Economics	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(18)e: Social
Sciences-Geography
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

(Add additional requirements from the core that are met in courses taken within the content area rather than a generic education course.)

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Science	
Student Teaching in Geography	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Geography **or**
- C. Thirty semester hours in the broad area of social sciences to include fifteen semester hours in Geography.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in Geography	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Social Sciences to include 15 semester hours in Geography	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(18)f: Social
Sciences-History
GRADE LEVEL: K-6**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Studies	
Elementary Student Teaching	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in History to include coursework in the following areas:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
At least 9 semester hours in American History		
At least 9 semester hours in World History		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(18)g: Social
Sciences-Psychology
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

(Add additional requirements from the core that are met in courses taken within the content area rather than a generic education course.)

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Science	
Student Teaching in Psychology	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Psychology **or**
- C. Thirty semester hours in the broad area of Social Sciences to include fifteen semester hours in Psychology.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in Psychology	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Social Sciences to include 15 semester hours in Psychology	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(17)h: Social
Sciences-Social Studies
GRADE LEVEL: K-6**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Studies	
Elementary Student Teaching	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Social Studies to include coursework **from at least 3 of the following areas:**

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
History		
Sociology		
Economics		
American Government		
Psychology		
Geography		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(18)i: Social Studies-
Sociology
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

(Add additional requirements from the core that are met in courses taken within the content area rather than a generic education course.)

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Studies	
Student Teaching in Sociology	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Sociology **or**
- C. Thirty semester hours in the broad area of Social Sciences to include fifteen semester hours in Sociology.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in Sociology	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Social Sciences to include 15 semester hours in Sociology	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

ENDORSEMENT NO. 14.141(18)j:
Social Sciences—World History
GRADE LEVEL: 7-12

DATE OF PROGRAM:

Professional Education Core:

Requirements unique to this endorsement:

(Add additional requirements from the core that are met in courses taken within the content area rather than a generic education course.)

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Science	
Student Teaching in World History	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in World history or
- C. Thirty semester hours in the broad area of social sciences to include fifteen semester hours in World history.

Option 1:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
24 semester hours in World History	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	...	
TOTAL Credit Hours		

OR

Option 2:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
30 semester hours in the broad area of Social Sciences to include 15 semester hours in World History	1.	
	2.	
	3.	
	4.	
	5.	
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(18)k: All Social
Sciences
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Requirements unique to this endorsement:

(Add additional requirements from the core that are met in courses taken within the content area rather than a generic education course.)

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Social Studies	
Student Teaching in Social Studies	

Content:

A. Completion of a thirty semester hour teaching major which must minimally include

B. Completion of fifty-one semester hours in Social Sciences to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
9 semester hours in American History		
9 semester hours in World History		
9 semester hours in Government		
6 semester hours in Psychology other than Educational Psychology		
6 semester hours in Sociology		
6 semester hours in Geography		
6 semester hours in Economics		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(19)a: Speech
Communication/Theatre
GRADE LEVEL: K-6**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Elementary Language Arts	
Student Teaching in Elementary Grades K-6	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty semester hours in Speech Communication/Theatre to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Speech Communication		
Creative Drama or Theatre		
Oral Interpretation		
Other		
TOTAL Credit Hours		

**ENDORSEMENT NO. 14.141(19)b: Speech
Communication/Theatre
GRADE LEVEL: 7-12**

DATE OF PROGRAM:

Professional Education Core:
Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Course(s) for Demonstrating Competencies
Methods of teaching with an emphasis in Speech Communication/Theatre	
Student Teaching in Speech Communication/Theatre	

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of twenty-four semester hours in Speech Communication/Theatre to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
Speech Communication		
Oral Interpretation		
Creative Drama or Theatre		
Argumentation and Debate		
Mass Media Communication		
Other		
TOTAL Credit Hours		

ENDORSEMENT NO. 14.142(1):**Elementary Principal****GRADE LEVEL: K-6****DATE OF PROGRAM:**

NOTE: THIS PAGE IS NOT TO BE SUBMITTED WITH THE CURRICULUM EXHIBIT FOR THIS ENDORSEMENT. RATHER, SUBMIT ONLY THE PAGES THAT INCLUDE THE INSTITUTION'S REQUIREMENTS IMMEDIATELY FOLLOWING THIS CITATION OF STATE REQUIREMENTS.

STATE REQUIREMENTS:

- (A) Degree—master's.
- (B) Have had three years of teaching experience at the early childhood through grade six level.
- (C) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.
 - 1. Knowledge of early childhood, elementary, and early adolescent level administration, supervision, and evaluation.
 - 2. Knowledge and skill related to early childhood, elementary, and early adolescent level curriculum development.
 - 3. Knowledge of child growth and development from birth through early adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and early adolescence, to include an observation practicum.
 - 4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.
 - 5. Knowledge of school law and legislative and public policy issues affecting children and families.
 - 6. Planned field experiences in early childhood and elementary or early adolescent school administration.
 - 7. Evaluator approval component.
- (D) Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.
 - 1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
 - 2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
 - 3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
 - 4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
 - 5. Acts with integrity, fairness, and in an ethical manner.
 - 6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

ENDORSEMENT NO. 14.142(1):**DATE OF PROGRAM:****Elementary Principal****GRADE LEVEL: K-6****Institution's Requirements for Elementary Principal Endorsement:**

- (A) Degree—master's.
- (B) Have had three years of teaching experience at the early childhood through grade six level.
- (C) Content. Completion of a sequence of courses and experiences where candidates demonstrate mastery of the content and competencies listed above in 282--14.143(1):

STATE REQUIREMENTS Content and Competencies	INSTITUTIONAL REQUIREMENTS Course(s) for Acquiring Content Knowledge and/or Demonstrating Competencies
Content:	
1. Knowledge of early childhood, elementary, and early adolescent level administration, supervision, and evaluation.	
2. Knowledge and skill related to early childhood, elementary, and early adolescent level curriculum development.	
3. Knowledge of child growth and development from birth through early adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and early adolescence, to include an observation practicum.	
4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.	
5. Knowledge of school law and legislative and public policy issues affecting children and families.	
6. Planned field experiences in early childhood and elementary or early adolescent school administration.	
7. Evaluator approval component.	

Elementary Principal PK-6 (continued)

Competencies: . A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.	
1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	
2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.	
3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	
4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.	
5. Acts with integrity, fairness, and in an ethical manner.	
6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.	

ENDORSEMENT NO. 14.142(2):**Secondary Principal****GRADE LEVEL: 7-12****DATE OF PROGRAM:**

NOTE: THIS PAGE IS NOT TO BE SUBMITTED WITH THE CURRICULUM EXHIBIT FOR THIS ENDORSEMENT. RATHER, SUBMIT ONLY THE PAGES THAT INCLUDE THE INSTITUTION'S REQUIREMENTS IMMEDIATELY FOLLOWING THIS CITATION OF STATE REQUIREMENTS.

STATE REQUIREMENTS:

- (A) Degree—master's.
- (B) Have had three years of teaching experience at the secondary level (7-12).
- (C) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.
 - 1. Knowledge of early adolescent and secondary level administration, supervision, and evaluation.
 - 2. Knowledge and skill related to early adolescent and secondary level curriculum development.
 - 3. Knowledge of human growth and development from early adolescence through early adult development, to include an observation practicum.
 - 4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.
 - 5. Knowledge of school law and legislative and public policy issues affecting children and families.
 - 6. Planned field experiences in early adolescence or early adult school administration.
 - 7. Evaluator approval component.
- (D) Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.
 - 1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
 - 2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
 - 3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
 - 4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
 - 5. Acts with integrity, fairness, and in an ethical manner.
 - 6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

ENDORSEMENT NO. 14.142(2):**DATE OF PROGRAM:****Secondary Principal****GRADE LEVEL: 7-12****Institution's Requirements for Secondary Principal Endorsement:**

- (A) Degree—master's.
- (B) Have had three years of teaching experience at the secondary level (7-12).

STATE REQUIREMENTS Content and Competencies	INSTITUTIONAL REQUIREMENTS Course(s) for Acquiring Content Knowledge and/or Demonstrating Competencies
(C) Content:	
1. Knowledge of early adolescent and secondary level administration, supervision, and evaluation..	
2. Knowledge and skill related to early adolescent and secondary level curriculum development.	
3. Knowledge of human growth and development from early adolescence through early adult development, to include an observation practicum.	
4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.	
5. Knowledge of school law and legislative and public policy issues affecting children and families.	
6. Planned field experiences in early adolescence or early adult school administration.	
7. Evaluator approval component.	

Secondary Principal 7-12 (continued)

(D) Competencies: . A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.	
1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	
2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.	
3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	
4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.	
5. Acts with integrity, fairness, and in an ethical manner.	
6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.	